



Rowde C of E Academy

**Personal, Social, Health and Education
(PSHE), Citizenship (C), Relationships And
Sex Education (RSE) and Drugs Education
(DE) Policy**

**NB: RSE is detailed in the separate RSE
Policy.**

Date agreed: September 2021

Review Date: July 2022

Government Requirements for PSHE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE it is considered by the Government unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while the Government believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, it is expected that schools use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools are asked to seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSEE) and the importance of physical activity and diet for a healthy lifestyle.

Our PHSE and RSE sits alongside our specific values and responsibilities as a C of E School. **NB: Please refer to the specific RSE policy for details of this.**

Purpose of policy

The purpose of this PSHE and C, RSE and DE policy (hereafter, the PHSE policy) is to give clear guidance on the management, organisation, content and delivery of PSHE and Citizenship curriculum, and to clarify statutory and legal requirements.

Key roles and responsibilities

There is a PSHE Subject Leader, a governor responsible for PSHE and C, RSE and DE and a Designated Safeguarding Lead with two Deputies.

The role of the Subject leader

The role of the PSHE Leader is to:

- Promote the subject throughout the school
- Ensure continuity and progress in the subject
- Be a good role model to staff
- Keep up with new developments
- Inform and train staff
- Audit resources
- Liaise with Senior Management team and Governors
- Be aware of the School Improvement Plan in relation to the subject

Rationale/key principles/values Rowde

School aims to:

- Equip its pupils with knowledge, understanding and skills to help them make responsible and well-informed decisions about their lives.
- To provide PSHE programme to support and help our pupils through their physical, social, emotional and moral development.

Intent

We believe that a programme of PSHE and C, RSE and DE will help pupils to:

- Lead confident healthy and responsible lives as individuals and active members of society.
- Develop skills such as communication, enquiry and participation.
- Gain practical knowledge of issues that they face as they mature.
- Show respect for diversity and differences between people, their values and opinion.
- Develop a sense of well-being, self-esteem and self-confidence.
- Be aware of their rights and responsibilities.
- Develop skills of reasoned and balanced decision making.

Implementation

Our PSHE programme is based upon the Jigsaw Scheme of work and the National Curriculum. PSHE and C is mapped out using the Jigsaw scheme and this explicitly states what is taught for each year group from years 1-6. In the Foundation Stage the children's work is based upon objectives from the Early Learning Goals, particularly Personal, Social and Emotional Development and Knowledge and Understanding of the World.

Each class teacher is responsible for delivering PSHE to their class. PSHE on occasions can be taught within discrete circle time style sessions. Circle time is an opportunity for the class to discuss the whole school target, which we call 'personal development'. Circle time also provides an opportunity to address any unforeseen class or school issues. PSHE should not just be taught discreetly in one session as the themes and any other issues should be discussed at other times during the school day as and when issues arise. PSHE will be taught in the classroom but also feature in whole school assemblies and Worship. The rolling programme directs the class teachers to the theme of the PSHE teaching and also directs them to the appropriate resources that are available.

Teaching and learning Styles and content

PSHE is as much about skills and attitudes as it is about knowledge and understanding, therefore we encourage active learning in PSHE by:

- Setting the appropriate climate for learning, encouraging active participation and asking open-ended questions.
- Delivering PSHE using a variety of active learning techniques including role-play and decision making.
- Delivering a curriculum appropriate to pupils' age, maturity and ability.

Continuity and progression

The spiral nature of the curriculum and the structure of the scheme of work allow planning for continuity and progression between year groups. Each class will use differentiated PSHE material appropriate to the age and ability of the children in the class.

SEN and Learning for All

All pupils will receive teaching appropriate to their needs. Pupils with learning difficulties may require additional support in their understanding of the physical and emotional aspects of growing up.

During certain parts of the PSHE curriculum the class may be taught separately to meet certain group's needs.

Assessment

Judgments will be made through observations by the teacher and TAs.

The Government requirement to promote British values

In June 2014, the then secretary of state for education, Michael Gove, announced that schools would be required to promote British values from September 2014.

The regulations state that to meet the standard for the SMSC development of pupils, the proprietor of the independent school/academy/free school must:

- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Ensure that principles are actively promoted which -
 - Enable pupils to develop their self-knowledge, self-esteem and self-confidence
 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
 - Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
 - Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
 - Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
 - Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Prevent the promotion of partisan political views in the teaching of any subject in the school; and
- Take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. This should be:
 - While they are in attendance at the school
 - While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
 - In the promotion at the school, including through the distribution of promotional material, and of extra-curricular activities taking place at the school or elsewhere;

All maintained schools must meet the requirements set out in section 78 of the Education Act 2002 and promote the SMSC development of their pupils.

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.

Page 6 of the guidance has examples of actions that schools can take. This includes:

- Ensuring that all pupils within the school have a voice that is listened to, and demonstrating how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils

- Using teaching resources from a wide variety of sources to help pupils understand a range of faiths

Use of visitors

Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. Visits for example to places of worship, local government and business premises, sports centres, health centres, libraries, museums, environmental centres, places of natural beauty, galleries, theatres, etc. can greatly enrich the PSHE provision.

Children in Year 6 will be offered residential visits which also enhance the PSHE curriculum.

Parents/Carers

The parents are kept informed of the content of the PSHE in a number of different ways. A parent consultation is used for the RSE policy and programme.

Wider school community

The learning environment extends beyond the classroom, and to be more effective our PSHE programme will reflect and be responsible to the needs of the local community. Agencies which support the community such as health, local government business and voluntary organisations have much to offer in helping to provide opportunities for pupil's personal and social development. We will take advantage of any appropriate training these agencies can give through planning a partnership together.

Staff Training and support

The PSHE subject leader is responsible for monitoring the training and support of staff in their planning and delivery of PSHE.

Monitoring

The PSHE policy will be disseminated to teachers through a staff meeting. The other non-teaching staff will be made aware of the policy by emailing it to them,

Related policies

Other policies that link into the PSHE policy include:

- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Health and Safety Policy
- Safeguarding Policy
- RSE Policy
- Vision, Values and Worship statements